

**Board Special Meeting**  
**Oversight Work Sessions: Human Resources; Work Session: Human Resources**  
**Transformation Update**  
February 3, 2021, 4:30 – 7:30 pm  
*Meeting held remotely*



**Minutes**

**Call to Order**

Director Hersey called the meeting to order at 4:30 p.m. Director Hersey, Director DeWolf, Director Hampson, Director Harris, Director Rivera-Smith and Director Rankin participated with Microsoft Teams or by phone.

**Oversight Work Session: Human Resources**

This work session was staffed by Superintendent Denise Juneau, Dr. Clover Codd, Chief Human Resources Officer; Sheila Redick, Executive Director of Strategy and Operations; Lindsay Berger, Director of PG&ES; Tom Poulos, Director of Labor Relations; Misa Garmoe, Director of Employee Association Relations; Tina Meade, Director of Investigations and Compliance; Michael Simmons, Director of Talent Management; Teena Sterk, Program Manager for Superintendent Evaluation; K.O. Wilson, Academy for Rising Educators (A.R.E) Program Manager.

Chief Human Resources Officer Dr. Clover Codd began the work session by asking management staff to introduce themselves while also stating their years of service with the District. The next few slides covered division functions which consist of talent management which is focused on hiring a culturally responsive diverse workforce; HR operations which is Human Resources' data & systems; Professional Growth & Educator support (PG&ES) which is considered HRs instructional division that supports educator growth; labor and employee relations which manages the Districts relationship with its employees plus Investigation and compliance and Civil Rights compliance and Title IX.

They spoke of department strengths and opportunities which included work that is prioritized and aligned to the strategic goal. Principal's satisfaction went from 68% to 91%. Implementing the new learning management system was an example of process automation Dr. Codd presented the lack of funding for professional development for classified staff and central office managers as a weakness in HR while threats to the department consisted of the increase in grievances and the lack of multiple integrated data systems to name a few.

They spoke of departmental accomplishments which included 100% of all classroom teacher positions were assigned a teacher the first day of school and achieving their targeted partnership with the City of Seattle to continue and grow the A.R.E program. Expanding their online volunteer application system to include automatic background checks which were previously done manually. The teacher leadership cadre was also touched on. The cadre which has seen an increase of teachers of color and the launch of course 301 which is specifically for teacher leadership.

It was said that the four HR goals align directly with the Superintendents Strategic Goal four pillars which help guide Human Resources' department goals and objectives. A few of the department goals and objectives consisted of increasing the diversity of staff and leadership, strategic volunteer support, evaluation submission, efficient processing of reports, culturally responsive professional practice, hiring of high quality teachers for every classroom and the implementation of workflow process for complaints received by our labor and employee relations (LER) staff. The workflow process was one of the 22 suggestions made by the Moss Adams audit report. HR attached the workflow process document to the Board packet for them to review.

The following slide showed key performance indicators (KPIs). HR was able to show their progress of where they were four or five years ago to today. All of HRs KPIs align with HR goals and with the Superintendents Strategic goals. HR met its goal on improving labor partners' and staff trust in HRs processes. Other goals met were having a teacher in every classroom on the first day of school, increasing their substitute fill rate and increase diversity of new hire teachers. Although they did not meet their goal to increase the 5 year retention rate for new teachers they plan to increase those percentages by working with the University of Washington research and evaluation partnership plus gathering data information with a the new exit survey that will be coming in April. Other KPIs that HR met included LER & investigations, resolving an employee misconduct complaint within 180 days and improve staff confidence with processing of internal employment discrimination complaints. Improving hiring and removal practices within the District to address employee misconduct concerns was placed as a yellow mark. The data showed that Seattle Public Schools is double the average on misconduct investigation compared to other similar size Districts. Dr. Codd stated that they weren't sure if that was because more people felt comfortable reporting and knew how to report concerns or if it was saying something about the culture in our schools. The next slides showed department budget and staffing overview, District staffing budget benchmarks, Board policies that guide HR work, key internal and external controls, major outside service contracts, key information technology systems, District wide training videos, ongoing process and systems improvements and alternative dispute resolution in lieu of investigations, plus more.

Directors suggestions and questions:

- It was suggested that the A.R.E manager reach out to teachers of color that have worked for the District over 5 years and gain insight from them on ways a new teacher could be supported.
- Requested to follow up with someone in HR to talk about removing the fingerprint fee from volunteers and possibly passing the fee to the District office instead of asking schools to cover the cost or volunteer themselves. They were instructed to speak to Ania Alyson-Beszterda, HRs volunteer program administrator.
- Inquired if HR could investigate the reasoning behind why the number of employee misconduct are higher than the average benchmark and if it had to do with staff trust in the investigation process or culture issues in schools. They were also asked if they could run a demographic study of complaints made by staff in relations to attracting and retaining educators of color.
- Directors would like to hear more about how investigation are handles comparisons on employee misconduct and other HR structures to similar urban districts. Recently there have been conversations taking place with Seattle Public Schools HR staff and Chicago Public Schools on structures. It was agreed by HR staff that looking further into comparisons to other similar schools Districts could be something added to the upcoming Moss Adams Audit.
- Director advocated for HR to present different types of data other than quantitative date. Stating that different cultures, different people, different communities hold data through stories that will be reflective of the data reports that HR is presenting and how it would add to the story. It was

suggested that HR add results to the KPIs showing not only the goal but what resulted of having those goals.

### **Work Session: Human Resources Transformation Update**

The work session was staffed by Dr. Clover Codd, Chief Human Resources Officer; Sheila Redick, Executive Director of Strategy and Operations; Lindsay Berger, Director of PG&ES; Tom Poulos, Director of Labor Relations; Misa Garmoe, Director of Employee Association Relations; Tina Meade, Director of Investigations and Compliance;

The work Session was staffed by Superintendent Denise Juneau, Dr. Clover Codd, Chief Human Resources Officer; Misa Garmoe, Directory of Employee Association Relations.

This portion of the work session covered revisions made to District policies and HR process improvements based on feedback from families, last year's HR work session, the Moss Adams Audit and from an the OPP Audit. The Board was given six different documents too look over including the complaint workflow, Moss Adam recommendation and the LER workplan which shows how HR will chip away at the 22 Moss Adam recommendations to have a more effective HR department. The team also revised the rehiring process and the tracking of displaced process system. Improvements serve to provide a framework to systemize and standardize LER's work. LER created a new employee handbook which is given to all school leaders and District supervisors. The handbook helps coach leaders on how to handle employee misconduct and helps guide them on if an investigation should be handled at the school level or at the District level. A HR Labor Manager shared his experience of when he first began working with the District 4 years ago to his current experience. The new organizational structures have made a remarkable difference in case management and turnaround time. Labor and Employee Relations improvements have been made in reporting, training, accountability and process improvements. There have also been great strides made with the new to profession teachers with our consulting teacher program by incorporating racial equity outcomes to assessments made on new teachers.

Directors comments and questions:

- Requested to know the high-level communication that Dr. Codd would like to share with the community about how HR transformation illustrates things are changing.
- Is the investigation body to close to itself and should we have an outside independent investigation entity conducting investigations instead?
- Directors still see a lack of clarity for families, community and staff on how and when to report incidents.
- How do we create a culture within our whole system that says any form of misconduct towards our students is not acceptable?
- Possibly adding something to our evaluation process that would help hold staff accountable to the information that they are learning during the trainings and in professional development settings.
- Directors do not see a straight delineation within our structure on how the decisions made effect our students. Sometimes treating our students like they are adults, especially our black and brown students.

- How is the District going to assure that students do not get harmed and assure that teachers or principals that do harm students are removed?
- How do we create a prevention of harm and a violence free culture? How do we change the way staff looks at the District office into one of support instead of a watchdog or feeling like they will be penalized?
- There was talk about not asking principals do conduct investigations in their schools instead having the District or a third party to conduct all investigations. Asking principals to conduct investigations could possibly create a toxic school environment. Staff should also be able to contact a third party or District office directly to make complaints instead of going through the principal.

### **Adjourn**

This meeting adjourned at 7:30 p.m.

*This meeting was held remotely per the Governor's proclamations prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. Public access was provided remotely online and by teleconference.*

### **Minutes submitted by:**

*The Office of Chief Human Resources Officer Clover Codd*